

# Sexually Transmitted Disease (STD) Prevention

Grades 9-12, Lesson 11

## Student Learning Objectives

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The student will be able to ...

1. identify three reasons a person would want to avoid catching an STD.
2. list three ways that people can get STDs.
3. list three general symptoms of STDs and explain that STDs are often asymptomatic.
4. describe three things a person should do if they suspect they might have an STD.
5. describe three ways a person can eliminate or reduce their risk.

## Agenda

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1. Discuss the purpose of this lesson.
2. Lead activity using learning stations.
3. Show seven-minute video (available free online) or lead an STD Basics discussion.
4. Debrief learning stations activity.
5. Help students understand the *Local STD Testing Resource List Handout*.
6. Assign homework.

This lesson was most recently edited on February 1, 2011.

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**Materials Needed**

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**Student materials**

- **Local STD Testing Resource List Handout** (1 copy per student)
- **STD Worksheet** (1 copy per student)
- **Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity** (1 copy per student)
- **Family Homework: Talking about Sexually Transmitted Diseases (STDs)** (1 copy per student)
- **Cartoon 1: The Couple** (2 copies per student) OR
- **Cartoon 2: The Clinic** (2 copies per student)

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese, and Arabic online by going to [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash) – click on “Parents & Guardians”.

**Classroom materials, equipment**

- Post-it or “sticky” notes, enough for each student to have two blank pieces. If sticky notes are not available, substitute small pieces of paper and tape.

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**Teacher Preparation**

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**Well in advance ...**

- Look up local resources for credible, confidential clinics that youth can access. Create a *Local STD Testing Resource List* – for those in King County, WA, we have done this for you on pages 13 and 14 of this lesson – and/or assemble brochures, cards, or flyers from local clinics.
- **Preview the free 7-minute online film, *STD Myths*** from SexEtc.org, a project of Answer at Rutgers University. It’s at [www.sexetc.org/video/5307](http://www.sexetc.org/video/5307) or, for a full-screen version on YouTube: [www.youtube.com/watch?v=zP3y6yTbcio&feature=player\\_embedded#](http://www.youtube.com/watch?v=zP3y6yTbcio&feature=player_embedded#)
- **Check that you are able to access the films** (URLs above) from your classroom computer. If not, consult with your school district’s IT staff about unblocking them and/or problem-solving how you can show them. You may need to confirm that your district did approve the films as a part of adopting the **FLASH** curriculum.

**The day before ...**

- Write one of the following five statements each at the top of five large sheets of newsprint or on the white board at five places around your classroom:
  1. **Why would someone want to avoid getting an STD?**
  2. **People can get an STD by ...**
  3. **People might think they have an STD if ...**
  4. **If people think they might have an STD, they should ...**
  5. **People can reduce their risk of giving or getting an STD by ...**

- **Make copies for either Individual or Family Homework.** It is not necessary for every student to do both cartoon activities. You can print half of each and let students pick which one they want to do.

## **Standards**

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### **National Health Education Standards:**

- **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - Performance Indicator 1.12.5** Propose ways to reduce or prevent injuries and health problems.
  - Performance Indicator 1.12.9** Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - Performance Indicator 7.12.3** Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

### **Washington State Health Education Standard:**

- **Essential Academic Learning Requirement (EALR) 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.
- **Grade Level Expectation (GLE) 2.2:** Understands how to maintain sexual health throughout the life.
- **Grade Level Expectation (GLE) 2.3:** Understands the concepts of prevention and control of disease.
  - 2.3.1** Analyzes personal health practices, and how they affect communicable diseases.

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## Rationale

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First of all, we refer to sexually transmitted diseases as STDs in this lesson. Sexually transmitted infection (STI) is also acceptable, and there is an ongoing debate about which term is preferable. Because the Centers for Disease Control and Prevention still use the term STD, we have decided to be consistent with them. If students ask, STD and STI can be used interchangeably.

As the main lesson about STDs, you may notice there is a lack of charts and lists related to every STD we know. The reason for this shift is that the priority of *FLASH* is behavior change. Newer research shows us that focusing on skills, attitudes, and behaviors is more effective at improving health outcomes than memorizing facts.<sup>1</sup> Therefore, we deemphasize memorizing every symptom, treatment, and especially image of STDs. **This is key: we do not recommend the use of graphic images of genitals infected with STDs.** These images produce visceral, negative reactions in students and falsely lead people to believe that end stage or worst-case scenario symptoms are the sign of sexually transmitted infection, whereas most STDs have no symptoms.<sup>2</sup> End stage pictures of STDs may also discourage people from getting tested until it “looks bad”. We want students to understand they can get STDs, that a test at a clinic is the only sure way to know if they have an STD, and that completing treatment is imperative if diagnosed with an STD.

Other lessons integrate closely with this one, particularly the four HIV lessons and Talking with Partners about Prevention. The enrichment lesson, STD Risk and Vulnerability, contains several activities that help students personalize the risk of acquiring STDs.

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## Activities

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**Note:** Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

### 1. Discuss the purpose of this lesson.

*Sexually transmitted diseases (STDs) are infections that people can catch by having oral, anal, or vaginal sex or skin-to-skin contact with a person who has them. They're transmitted either through that person's blood, semen or vaginal fluids or – for some diseases – by skin-to-skin touching.*

*STDs such as HIV, chlamydia, gonorrhea, syphilis, herpes, and human papillomavirus (HPV) have a major impact on public health here and around the world. About 19 million new cases of STDs occur in the U.S. each year and almost **half** of those are among teens and young adults ages 15-24.<sup>3</sup>*

*Teens are one of the highest risk groups for STDs, partly because they tend to get into new sexual relationships more frequently (on average) than adults, but also because:*

- Health care providers don't always discuss STDs with teens when they go for a general check-up;<sup>4</sup> and teens don't always know how to bring it up.*
- Teenage girls' cervixes are usually not fully mature and are, therefore, more vulnerable to infection than they will be in their twenties.<sup>5,6</sup>*
- Teenage guys who have sex with other guys, especially if they don't think of themselves as gay or they aren't out, may be afraid to get check-ups for fear they'll be judged or discriminated against.<sup>7</sup>*
- Teens in general may get STD check-ups less often than they should for fear their parents will find out, or that they'll be judged. Teens often don't think they could have an STD, or they don't want to know if they have one. They may not know where to go, or they think they can't afford a check-up.<sup>8</sup>*

*There are ways you can keep yourselves safe; we'll talk about them today. **The point is to help you avoid being among the tens of millions of young people who will catch STDs over the next few years.***

### 2. Lead activity using learning stations.

You should already have set up sheets of chart paper around the room with the following headings:

- 1. Why would someone want to avoid getting an STD?**
- 2. People can get an STD by ...**
- 3. People might think they have an STD if ...**
- 4. If people think they might have an STD, they should ...**
- 5. People can reduce their risk of giving or getting an STD by ...**

This activity will help you address STD facts, attitudes, and myths. Explain that you want to give students a chance to think about what they already know. Give the following instructions for this activity:

*Around the room you'll notice five learning stations. [Point to and read out loud the five statements you have written around the room (see above)]. I'm giving each of you two blank Post-it or sticky notes. I want you to write comments, facts, or even questions on your paper, and then post it on the learning station of your choice. If you get to a sheet after others, try to think of things that other people haven't already written. You will have five minutes to complete this activity. Then we'll discuss what you wrote after we watch a short video.*

### **3. Show seven-minute video from Sex, Etc. or lead STD Basics discussion.**

The seven-minute video, **STD Myths** from SexEtc.org, a project of Answer at Rutgers University, can be found at [www.sexetc.org/video/5307](http://www.sexetc.org/video/5307) or, for a full-screen version, on YouTube: [www.youtube.com/watch?v=zP3y6yTbcio&feature=player\\_embedded#](http://www.youtube.com/watch?v=zP3y6yTbcio&feature=player_embedded#). The film addresses common misunderstandings about STDs – about how they are transmitted, who can catch them, and ways to prevent them. It features teen peer educators.

After the video is over, ask three or four students to share some of what they thought were important facts that the video covered.

If you do **not** use the video, instead, lead a discussion to review basic STD facts students may or may not know. Start by asking:

- a. *The primary way people get infected is when they have oral, anal, or vaginal sex and the other person's semen or vaginal fluid comes in contact with their mucous membranes. Could someone list for us what parts of the body contain mucous membranes?***

Fill in if students don't respond: *The rectum (inside the anus), the vagina, the urethra, the mouth and throat, and – not so much related to STDs except at birth – the eyes, nose, and inner ears.*

Explain: *Let me make clear **why** mucous membranes are so vulnerable. Feel the inside of your cheek with the tip of your tongue. That's an example of a mucous membrane. Mucous membranes, in general, are thinner skin, tear easier than other skin on our bodies, and are soft and more porous than other skin, meaning there are tiny holes that allow small organisms to get through.*

*One way to think about it is to compare the skin on my hand and my arms to the windows in this room. Windows are good protection for the room. They block wind, rain and dirt from getting in. The skin on most of our bodies does the same thing. It's great protection from blocking things from getting in, like bacteria and viruses. But mucous membranes are more like a screen. Screens still protect the room from bigger things like birds, but rain, water, or dust can get through the screen. Likewise, mucous membranes can protect our bodies from bigger things, but bacteria and viruses can get in.*

- b. *So, to review ... which body fluids can pass STDs?***

Ask several students and fill in if the students don't respond: *Semen, vaginal fluid and blood. NOT sweat, tears, mucus (snot), urine, or saliva (spit). Though saliva sometimes has blood **in** it, it is not enough to transmit HIV, for example. Kissing is safe, in terms of STDs, but can spread colds or mononucleosis (mono).*

NOTE: One question students may raise is about cold sores. Make sure to let students know that *genital* herpes is an STD, but *oral* herpes may not be. Most people likely caught it when a parent or guardian kissed them when they were little kids and the cold sores, like any herpes, reappear from time to time. Besides, cold sores are *not* passed through saliva, but from skin to skin like genital herpes.

**c. Besides anal, vaginal, and oral sex, how else can people catch STDs?**

Ask students first and then fill in if the students don't respond: *People can get some STDs through naked genital-to-genital contact or rubbing. You remember that the genitals are the outside parts of the reproductive system, right? That's the penis, scrotum on males, and the labia, clitoris, vaginal opening, and the area around them, called the vulva on females. Infections like chlamydia, gonorrhea, and syphilis can only be passed via semen and vaginal fluids. But infections like herpes and Human Papillomavirus (HPV) can be spread through genital-to-genital contact even without actual anal, vaginal, or oral sex, because they're transmitted skin-to-skin rather than through body fluids.*

**d. What myths have you heard about STDs that you're pretty sure are NOT true?**

If nobody offers any, you can have people do a show of hands regarding the ones below ... as in: *Raise your hand if you've heard of this one ...*

As each myth gets raised, immediately say, **"That's not true, of course"** to ensure that nobody leaves your class still believing those statements are true.

- A student says: *Some people think that two condoms are better than one.*  
You say: **Yes, and that's not true.** *The friction could cause them to break.*
- A student says: *Some people think people can catch STDs by drinking after someone or using their fork.*  
You say: **That one's not true either.** *You can catch a cold or the flu that way, but not an STD.*
- A student says: *Some people think you can't catch herpes unless the other person has sores you can see.*  
You say: **Not true.** *Herpes viruses can shed even when there aren't any sores, especially in the first year after someone gets infected. That's why many people with herpes will avoid sex whenever they have an outbreak, and use condoms the rest of the time.*
- A student says: *Some people think only gay people can catch HIV.*  
You say: **That isn't true.** *Anyone who has sex – especially unprotected sex – with someone who has HIV can catch it. It doesn't matter if they're gay or straight.*
- A student says: *Some people think you can't get an STD if you use a condom.*  
You say: **For the most part that is true.** *Condoms reduce people's risk a LOT, when they use them correctly every single time, especially against HIV and chlamydia and infections like those that are passed through body fluids. But condoms aren't perfect; they don't cover every part of people's genitals. If a guy had herpes on his scrotum, or a woman had HPV on the labia, a condom might not cover*

*the infection. Female condoms cover more skin than male condoms do. But condoms won't stop the spread of pubic lice or scabies.*

- A student says: *Some people think that once you get cured of something, you can't catch it again.*  
You say: **And of course that isn't true.** Bacterial STDs are curable but people can catch them over and over if the person they're having sex with doesn't get treatment, too. The same is true if a person starts treatment, but doesn't finish all the medicine. That teaches the bacterial STDs to be stronger or we say "drug resistant." There is no cure for viral STDs.
- A student says: *Some people think the pill will protect them from STDs.*  
You say: **It won't.** The pill, IUD, patch, ring, etc. ... all those are great protection against pregnancy, but they aren't intended to protect against STDs. Abstinence is the only certain protection in terms of infections. And after that, condoms and dental dams.
- A student says: *Some people think you can get them from public toilets.*  
You say: **I've heard that, too. And it isn't true.** People don't touch toilets with their mucous membranes (labia, anus, mouth, or the tip of their penis).

#### 4. Debrief learning stations activity.

Walk around the room and stop at each station. Have a separate student volunteer read responses for each station. If students don't come up with the following points, be sure to include during this discussion. Have students fill out the **Learning Stations Worksheet** as you review the activity.

##### 1) **Why would someone want to avoid getting an STD?**

- *STDs range from being a nuisance to being life threatening. If not cured, some STDs can lead to chronic pain, damage to non-reproductive organs (heart, brain, etc.), infertility and miscarriage, premature births and birth defects, and death. Some of the more dangerous are HIV, Hepatitis A and B, certain strains of HPV, and for fetuses and newborns, genital herpes. Syphilis, gonorrhea and chlamydia can also have serious health impacts if untreated. (Some STDs are not this serious, for example pubic lice.)*
- *To avoid rejection by future partners. Some people would end a relationship if they found out their partner had ever had an STD. Talking about STD status can be a difficult conversation to have with someone.*

##### 2) **People can get an STD by...**

- *Having oral, anal, or vaginal sex or skin-to-skin contact with an infected person.*
- *Although HIV is an STD, people can catch it from sharing needles or by mother to child transmission through pregnancy, birth, or breastfeeding.*
- *Hepatitis A is passed from infected feces to another person's mouth, so it could be spread by food workers if they have Hep A and don't wash their hands before handling food. This is rare.*
- *Pubic lice and scabies may be spread by sharing towels or clothing.*



**3) People might think they had an STD if ...**

- **He / she has symptoms.** Common early ones include: sores, unusual discharge, itching or tingling in genital and anal areas, burning especially with urination, lumps or bumps (can be raised, reddish or dimpled), rash, redness or swelling in the genital and anal areas.
- **Sores** can be a symptom whether they hurt or not. Syphilis sores are painless but herpes sores are often, though not always, painful. And sores count as something to be concerned about even if they go away. Both herpes and syphilis sores disappear but the infection is still in the person's body.
- **Discharge** is a symptom only if it is unusual or abnormal. In men, any liquid other than urine or semen coming from the penis is unusual. For a woman, there's normal, healthy vaginal discharge. That's how the vagina cleans itself. It's only **unhealthy** discharge if it's not her usual wetness. For example if it has a different odor than usual, if it's yellow or greenish instead of clear or white, if it is lumpy instead of smooth, or if there is blood when she is not menstruating. Any liquid besides feces coming from the anus is unusual.

**Important note:** Young people, especially in some cultures, have received strong messages from their elders that douching is important for cleanliness. You will need to correct that misperception without seeming disrespectful of their families. You might say: *Your mom or grandmother may have recommended that girls douche, which means to rinse out the vagina with a special product. Medical advice has changed since they were young, and now doctors advise that it is NOT a good idea to use feminine deodorants or sprays or use water and other liquids to douche either the vagina or the anus. These can spread infection rather than the intended use of covering up odor or discharge or wanting to feel "clean".*

- **A partner tells the person.** Remember that many STDs are asymptomatic, which means there are no symptoms that are seen or felt. The only way they might know to get tested is if a partner who **did** get symptoms cared enough to give them a call and let them know.
- **A doctor tells the person.** They might be smart enough to get tested regularly, even though they didn't have symptoms. So a health care provider might be the one to tell them. Sometimes a Public Health employee will call people to tell them their sex partner has an STD if that person who tested positive does not feel comfortable telling their partner(s).

**4) If people think they might have an STD, they should ...**

- Stop having sex or intimate contact with other people until it is cured. If it is one that isn't curable like HIV, then they should use condoms or dental dams correctly and consistently, even if their partner is also infected.
- Get to the clinic for testing and treatment.
- Talk to their partner(s) and encourage them to see a health care provider or go to a clinic. A partner means anyone with whom he or she has had oral, anal, or vaginal sex or genital-to-genital contact within the last six months.

**5) People can reduce their risk of giving or getting an STD by ...**

- *Abstaining from oral, anal, and vaginal sex.*
- *Maintaining long-term mutual monogamy (as in marriage or long-term partner relationship).*
- *Using condoms. They are very effective against STDs when used correctly and consistently.<sup>9</sup>*
- *Getting vaccinated for Hepatitis A and B and HPV. The CDC recommends that everyone aged 0-18 should get vaccinated against Hepatitis B.<sup>10</sup> They also recommend that girls should get the HPV vaccine at age 11 or 12, but it is safe and available to anyone, male or female, age nine to 26.<sup>11</sup>*
- *Reducing the number of sexual partners in their lifetime.*
- *Reducing the frequency of sex.*
- *Avoiding the exchange of semen and vaginal fluid. In other words, massage and hugging are safer than vaginal, oral and / or anal sex.*
- *Getting yearly, thorough STD check-ups even if no symptoms are present. Some people may need more frequent check-ups depending upon how many partners they have or how many their partner(s) have. It is best to talk to a health care provider for recommendations on frequency of testing and which tests are needed.*
- *Not having sex with people they know have an STD or whose STD status they don't know.*

**5. Hand out *Local STD Testing Resource List Handout*.**

Ask students to read the *Local STD Resource List Handout* quietly to themselves. The first page is geared towards King County, WA. The second page is more geared towards national resources. Be sure to include your local resources if you do not live in King County.

Explain that over the past 30 years, states have expanded minors' authority to consent to health care, including care related to sexual activity. All 50 states and the District of Columbia allow most minors to consent to testing and treatment for STDs, and many explicitly include testing and treatment of HIV.<sup>12</sup> This means teens can get STD tests confidentially and privately without parent permission.

You can have students do a scavenger hunt for facts online using the website addresses or you could ask some students to call the phone numbers to find out more information.

**6. Assign homework.**

- Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity*
- Family Homework: Talking about Sexually Transmitted Diseases (STDs)*

**IMPORTANT HOMEWORK NOTE:** Students will each be taking home **2-3 pages:**

1 page of *Individual Homework* instructions **OR**

1 page of *Family Homework* instructions

**AND**

2 copies of *Cartoon 1: The Couple* (1 if they plan to do Individual Homework) **OR**

2 copies of *Cartoon 2: The Clinic* (1 if they plan to do Individual Homework)

Reminder: The English version of Family Homework is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese, and Arabic online by going to [www.kingcounty.gov/health/flash](http://www.kingcounty.gov/health/flash) – click on “Parents & Guardians”.

## **Related Activities for Integrated Learning**

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### **LANGUAGE ARTS or DRAMA**

Write a story or skit about a couple that has been dating for a few months and are talking about taking their relationship to the next level by having intercourse. Script some conversations they have before having sex. Include facts learned from this STD lesson as part of the story or skit.

### **HISTORY**

Read about the Tuskegee Syphilis Study either online or in books from a school or local library. Write a one page summary about this study and the impact it had on future studies involving human subjects. Include one paragraph of subjective response (your feelings) about this historical event.

# Learning Stations Worksheet

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**1. Why would someone want to avoid getting an STD?**

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**2. People can get an STD by ...**

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**3. People might think that they had an STD if ...**

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**4. If people think that they might have an STD, they should ...**

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**5. People can reduce their risk of giving or getting an STD by ...**

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# Local STD Testing Resource List

## Handout

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The following clinics located in King County, Washington can help with STD testing and treatment. Note that some kinds of insurance do not cover all STD tests. It is best to ask when making the appointment about what kinds of fees you might be charged.

### **Public Health STD Clinic**

Fees are based on income using a sliding scale. No one is turned away, even if they can't pay. Call 206-744-3590 or go to:  
[www.kingcounty.gov/healthservices/health/locations/HIVSTD.aspx](http://www.kingcounty.gov/healthservices/health/locations/HIVSTD.aspx).

### **Public Health – Seattle & King County Clinics**

A health care provider will discuss what types of STD tests can be done at the clinic depending on individual circumstances and risk. No one is turned away, even if they can't pay. To find a clinic near you or for more information about STDs and testing, go to:  
[www.teenclinic.com](http://www.teenclinic.com).

### **Planned Parenthood of the Great Northwest**

These clinics do STD testing and treatment. Their locations operate on a sliding fee scale. To find a clinic near you call 206-328-7700 or 800-230-PLAN or go to: [www.ppgnw.org](http://www.ppgnw.org).

### **Your Regular Family Doctor**

If teens use their parents' insurance, an explanation of benefits may be sent home saying what kind of service they received. People can call and check before they go.

### **Community Clinics in King County**

Many family doctors and community clinics can also help with STD testing and treatment. To find a community clinic near you go to:  
[www.kingcounty.gov/healthservices/health/personal/insurance.aspx](http://www.kingcounty.gov/healthservices/health/personal/insurance.aspx).

### **Gay City Health Project Wellness Center**

Appointment and walk-in HIV and syphilis testing focused on the needs of gay and bisexual men. Testing is free with donations gladly accepted. Call 206-860-6969 or go to:  
[www.gaycity.org](http://www.gaycity.org)

### **Center for MultiCultural Health**

Free and anonymous HIV testing focused on communities of color. Call 206-461-6910 or go to: [www.multi-culturalhealth.org](http://www.multi-culturalhealth.org)

### **School-Based Health Centers**

Some schools have attached clinics run by community partners that may offer STD testing. Find out if your school has one here:  
[www.kingcounty.gov/healthservices/health/child/yhs/locations.aspx](http://www.kingcounty.gov/healthservices/health/child/yhs/locations.aspx)

For more information on STD testing in King County go to:

<http://www.kingcounty.gov/healthservices/health/communicable/std/testing.aspx>

For more information on STD testing in other parts of the United States go to:  
[http://www.hivtest.org/std\\_testing.cfm](http://www.hivtest.org/std_testing.cfm)

You can also call the following toll free numbers.

- STD Hotline – American Social Health Association: **1-800-227-8922** (Free nationwide)
- Línea Nacional de las ETS de los CDC: **1-800-344-7432**
- CDC Nat'l STD Hotline TTY for the Deaf & Hard of Hearing: **1-800-243-7889**
- CDC Information Line: **1-800-CDC-INFO** (Free nationwide)

These websites have accurate, up-to-date STD information for teens:

- Sex, Etc., a project of Answer (at Rutgers University): [www.sexetc.org](http://www.sexetc.org)
- Teen Source by California Family Health Council: [www.teensource.org](http://www.teensource.org)
- Teen Talk by Planned Parenthood: [www.plannedparenthood.org/teen-talk](http://www.plannedparenthood.org/teen-talk)
- Public Health – Seattle & King County's Sexually Transmitted Diseases Program: [www.kingcounty.gov/health/std](http://www.kingcounty.gov/health/std)
- Public Health – Seattle & King County's page about STDs among GLBT youth: [www.kingcounty.gov/healthservices/health/personal/glb/STDYouth.aspx](http://www.kingcounty.gov/healthservices/health/personal/glb/STDYouth.aspx)
- Public Health – Seattle & King County's Teen Clinic on Facebook: [www.facebook.com](http://www.facebook.com). Search for "Teen Clinic" and look for the purple and green logo.

# Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity

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Choose one of the two cartoons: The Couple OR The Clinic. What are the people thinking? What are they saying? Write or draw in the thought and speech bubbles what **you** think they're thinking and saying. Be creative and use information you learned in today's class. Then write a one paragraph description of your cartoon on the back of the cartoon, with your name and the date. Turn it in for credit.

Due: \_\_\_\_\_

# Family Homework: Talking about Sexually Transmitted Diseases (STDs)

**All Family Homework is optional. You may complete an Individual Homework assignment instead.**

**PURPOSE:** This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and relationships. It will also give you a chance to get to know one another a little better.

**DIRECTIONS:** Find a quiet place where the two of you – the student and the trusted adult (parent, guardian, stepparent, adult friend of the family, best friend's parent, etc.) – can talk privately. Set aside about 10 minutes. During this time, please give full attention to one another ... no texting, watching TV and so on.

**EXPLAIN TO THE ADULT** some of the things you thought were important from today's class about sexually transmitted diseases.

**CARTOON:** On the next two pages you will find two copies of each of two cartoons. Each one has both "thinking bubbles" (like clouds) and "talking bubbles". Each of you should write or draw what the people in the cartoon might be thinking or saying.

**DISCUSS YOUR CARTOONS:**

- What were your characters thinking or saying?
- Would they think or say something different if they had good communication skills?
- Would they think or say something different if they understood how diseases are actually passed from person to person?
- For The Couple: In real life, what might you want to talk over with a partner (someone you dated, boyfriend, girlfriend, husband, wife) about STDs?
- For The Clinic: In real life, what might you say to a doctor or other health care provider about STDs?



for lesson 11

## Family Homework: Sexually Transmitted Diseases – Confirmation Slip

**FOR FULL CREDIT, THIS HOMEWORK IS DUE:** \_\_\_\_\_

We have completed this Homework Exercise.

Date: \_\_\_\_\_

\_\_\_\_\_  
student's signature

\_\_\_\_\_  
signature of family member or trusted adult



## Cartoon 1: The Couple

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## Cartoon 1: The Clinic

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